| a priori evil, 13, 52–4 |
| Adorno, 37 |
| aesthetics, 8, 26, 34, 35–6, 40 |
| Political, 106–9 |
| see also inaesthetics |
| agapē, 78 |
| aesthetics (Deleuze), 35, 38 |
| alterity, 96, 101, 103, 110 |
| American Educational Research Association, 64 |
| analytic logic, 11 |
| anti-instrumentalism, 92–3 |
| anticipatory certitude, 3 |
| Apple, Michael, 87, 89 |
| art(s), 26–41 |
| and aesthetics, 34 |
| erosion of gap between design and, 38 |
| and everyday, 34 |
| as hysterical, 34 |
| immanence and singularity of work of, 10 |
| and inaesthetics, 33–5 |
| and its education, 37–41 |
| and Master discourse, 34 |
| and non-art distinction, 36–7 |
| ontological interdependency of sciences and, 14–16 |
| and pedagogy, 8–24, 37 |
| performative aspect, 39–40 |
| and philosophy, 10, 34, 35 |
| production of truths, 8, 34–5, 37 |
| and three levels of signification of being, 26–7 |
| and University discourse, 34 |
| use of by Dewey as metaphor for education, 66, 73 |
| world of as relational process, 32 |
| ‘Art the Philosophy’ (essay), 34 |
| art-ing, 5, 31, 39, 41 |
| artistic event, 26, 33 |
| as form of subtraction, 27–8, 30–1, 38 |
| formula of, 32 |
| artistry, disciplinary, 67–70 |
| artist’s notebook, 73–4 |
| atonality, 28 |
| auditing, 86–7, 88 |
| avant-garde, 21 |
| axiom of equality, 6, 101–4, 105, 106–7 |
| axiom of politics, 110 |
| Baldwin, James, 45, 46, 50 |
| Barbour, Charles Andrew, 6, 99–110 |
| baroque style, 84 |
| Barthes, Roland |
| ‘The Neutral’, 11–12 |
| ‘becoming subject’, 2, 3, 6, 68, 82, 97 |
| being, 2, 14, 19, 22, 39, 70 |
| three levels of signification of, 26–7 |
| Being and Event (Badiou), 23, 27 |
| Benetton, 35 |
| Betrayal, 2, 49, 50, 72 |
| Blake, Nigel, 92 |
| body, 29, 30, 40 |
| body art, 29, 35 |
| body of sacrifice, 29 |
| body-without-organs, 29 |
| Boltanski, Luc, 39 |
| Bosteels, B., 39 |
| Bourdieu, Pierre, 106 |
| Brassier, Ray, 80 |
| Bridges, D., 86 |
| Bush, George, 51 |
| Canguilhem, George, 103 |
| Cantor, 27 |
| capitalism, 39, 41, 79, 80, 82, 83 |
| designer, 34, 37, 38, 41 |
| Casablanca, 58–9 |
| category theory, 27 |
| Cavaillé, Jean, 103 |
| Century, The (Badiou), 18 |
| Christ-event, 16, 17, 79–80, 82–3, 103–4 |
| Christianity, 16, 17 |
| cinema |
| as impure art, 26, 32, 36 |
| citizenship, 12, 109 |
| Civil Rights movement, 49, 50, 50–1 |
| classical music, 84 |
| classicism, 10 |
| Claudel, Paul, 22 |
| climate change, 63 |
| Cloves, Daniel, 36 |
| Cohen, 27 |
| Colors (magazine), 35 |
| community art, 41 |
| conceptualism, 35 |
| inaesthetic, 37–8, 39 |
| consensus, 8–9, 10 |
| constructivist best practices paradigm, 63, 64, 65 |
| contemplative artistry, 68, 69 |
| creative event, 27, 28 |
| creativity, 38 |
| Critchley, Simon, 79 |
| Critical Theory, 4, 79, 88–9, 91, 92 |
cultural relativism, 14, 16–17
curriculum, 4, 12, 15, 17, 87, 94, 96, 101, 105
curriculum leadership
  reconceptualizing professional development
for, 62–75
customerisation of education, 85–8

Da Vinci, Leonardo, 38
Dalai Lama, 56
dance, 36, 40
death, 30
‘death in life’, 29
Decadentism, 21, 22
deep democracy, 63, 65, 74, 75
Deleuze, Gilles, 5, 29, 30, 35, 38, 40
deliberative artistry, 67–8
democracy, 10, 11, 36, 71, 72
crisis of, 63, 65
depend, 63, 65, 74, 75
and Rancière, 107–8
democratic education, 109–10
demos, 107–8
den Heyer, Kent, 1–6
derrida, jacques, 1, 109
design
  erosion between art and, 38
designer capitalism, 34, 37, 38, 41
desire(s), 19, 46, 47, 52, 57, 58–60, 59
Dewey, John, 4, 62, 63, 66, 67, 71, 73, 74, 75
Experience and Education, 70
Individualism Old and New, 70
diagonality, 4–5, 22, 67–8
dialectical logic, 11
didacticism, 10
difference, 81–2, 102
disappearing monument against Fascism
  (Hamburg), 33
disaster, 2–3, 50, 54, 55
disciplinary artistry
  and professional development, 67–70
Dunne, Joseph, 94

economic managerialism, 4, 85–8, 95
  and Badiou’s education as an education of truths, 91, 92–4
  and Badiou’s use of St Paul, 79–85, 90
  criticism of, 88–90
  and lack of space for teachers, 95
  reasons for, 87
economic of exchange, 85–8
Einstein, Albert, 11, 28
Eisner, Eliot, 4, 66, 72, 73
Elizabeth II, Queen, portrait of, 35
elpis, 78
equality, axiom of, 6, 101–4, 105, 106–7
ethical fidelity, 5, 63, 68, 75
Ethics: An essay on the understanding of evil
  (Badiou), 45, 84
ethics
  Badiou’s, 2–3, 10, 45–51, 71–2, 74, 99, 101
  concerns over Badiou’s, 51–2
  Lacanian, 45–6, 52, 57, 59
  ethics of necessity, 8, 13
  ethics of teaching, 45–60
  Badiouan/Lacanian, 56–60
  and commitment to the truth of the event, 56, 57, 58, 59, 60
  and encounter with the Real, 46–7, 56, 58, 59–60
  mainstream approaches to, 52–6
  as obedience to the law, 55
  as a response to an a priori evil, 52–4
  tolerance of the Other, 54–5
  ethics of truth, 2, 8, 9, 71–2
  event, 2–3, 23, 27–8, 45, 47–9, 70, 71, 84, 99
  being faithful to an, 49
  definition, 70
  existence of as a void in the situation, 47–8, 71
  as implicative, 70
  as local, 28
  purification of an, 32, 35–6, 38
  raising out of status quo to Immortal man by the, 48
  singularity of the, 34, 54, 83–4, 101
  status of an, 2
  subjective distance from the, 30–1
  as subtractive process, 27–8
  trace as affirmation of, 28, 30, 30–1, 32
  truth of, 16, 46, 47–8, 49, 51, 57, 59, 60, 62, 82–3
  and truth-process, 2, 3, 19, 20
Evil, 2–3, 49–51, 52, 71, 101
  a priori existence, 13, 52–4
  components of, 2–3, 49–50
  21st century ethics and problem of, 9–14

Federal Department of Education, 64
Felman, Shoshona, 5
Féltham, Oliver, 92, 93
fidelity, 2, 3, 13, 19, 46, 71, 83, 84
  ethical, 5, 63, 68, 75
Foster, Hal, 29
Foucault, Michael, 1, 66, 86
France, 105
Fraser, Mariam, 2
free trade, 12
freedom, 11, 12, 67, 75
French Resistance, 103
French Revolution, 11, 49, 104
Freud, Sigmund, 56
Fullan, M., 64
Gadamer, H.G., 70, 71
genericity, 27
German Idealism, 34, 41
Gerz, Jochen, 33, 39
Ghost World (film), 36
Giroux, Henry, 89
Gödel’s theorem, 14–15
Good, 2, 3, 13, 49, 52, 60
Gornik, Rosemary, 67, 72, 74
grace, 52, 83, 94, 95–6, 104
Green, Judith, 63
Greene, Maxine, 4, 67, 69, 73
Grothendieck, 27
Guattari, F., 29, 35, 40
Hallward, Peter, 47, 48, 91, 93
Handbook of Inaesthetics (Badiou), 34, 83
Hargreaves, A., 64
Harvey, David, 22
Haw, Brian
Parliament Square protest, 32
Haydn-event, 84
Heidegger, Martin, 10, 22–3, 34
Heisenberg, 11
Henderson, James G., 4, 62–75
and Gornik, R., Transformative Curriculum Leadership, 67, 74
hermeneutics, 70, 71
Hersh, Seymour, 51
high performance art, 29
history, 18
Hölderlin, 18
human capital, students as, 88
human rights, ethics of, 10–11, 13, 14
humanism, 12
Humboldtian model, 9
hysteric, 17, 34
Idea, thinking as, 36
identitarian logic, 17
identity, politics of, 81–2, 88, 89
ignorant schoolmasters, 104–6
immanent, 29, 34, 70
aesthetics, 40
break, 50, 70, 71, 84
difference, 30
infinity, 17, 31, 33
Immortal, 13, 47, 48, 51, 52, 59, 101
Imperial art, 34
inaesthetics, 5, 32, 33–5, 36–8, 39
inclusion, 101
indesign, 35, 39, 40
individualism, 13, 14
infinity, 5
immanent, 17, 31, 33
Inglis, Fred, 88
inquiry artistry, 67
institutions, intransigence of, 62
Intelligences, equality of, 102–3, 105–6
Iraq war, 51, 52, 55
Jaar, Alfredo, 31–3, 39
Jackson, P.W., 70
Jacotot, Joseph, 105
Jagodzinski, jan, 5, 6, 26–41
Jenkins, Keith, 3
Johnston, A., 38
Jonathan, R., 86
jouissance, 29, 30, 54
Kalman, Tibor, 35
Kant, Immanuel, 51, 109
Kesson, Kathleen, R., 4–5, 48, 62–75
knowledge
piercing hole in with truth, 8, 14, 18, 28, 37, 71, 78, 83, 84–5, 100, 101, 104
Kreisberg, S., 66
Kuhn, T.S., 48
Lacan, Jacques, 2, 17, 34, 52
concept of anticipatory certitude, 3
and ethics, 45–6, 52, 57, 59
four discourses, 33
Imaginary register, 27
and Real, 5, 26, 29, 39, 41, 45, 46
Symbolic register, 26
Lang, Berel, 28
law
ethics and obedience to, 55–6
Lazarus, Sylvan, 104
league tables, 86–7
Levinas, Emmanuel, 1, 103
liberalism, 6, 8, 10–12, 13
Ling, A., 32
linguistic turn, 15
love, 2, 3–4, 6, 15–16, 28, 49, 59, 78, 82, 100
of democratic wisdom, 67, 71, 72, 75
Lucretius, 23
Mallarmé, S., 18, 19–22
The Afternoon of a Faun, 22
A Cast of Dice, 19–21
managerialism see economic managerialism
marketisation of education, 85–9, 90–1 see also economic managerialism
Marxism, 10, 88–9, 109
Masschelein, Jan, 92
Master discourse, 34
mathematics, 23, 27
and poetry, 14–15
matheme, 15, 23, 32, 36, 39, 40
Matthews, J., 66
militants, 16, 17, 18, 47, 52, 53, 106, 107
Millet, Jean-François, 38
Mitterand, François, 105
modernism, 34, 37
montage, 73–4
Moravec, Hans, 29
multiculturalism, 12, 54, 89
Murray, Elizabeth, 40–1

Nash, R.J., 68
‘neither-nor-ism’, 11–12
Neo-Decadent poets, 21
neo-liberalism, 12, 87–8
Neoclassicism, 21
New Age art movements, 30–1
New Labour, 87
Nietzsche, F., 26
9/11, 5, 51, 53
non-being, 20, 21
Nussbaum, Martha, 12, 16

Obama, Barack, 72
organisation of schooling, Badiou on, 92
Other, 103
ethics and tolerance of the, 54–5
Ozga, Jenny, 87

paradigm shift, 48, 71
particularity, 103
Paul, Saint, 9, 16–17, 78, 103–4, 106
use of by Badiou to challenge economic managerialism within education, 79–85
pedagogy, 5, 107
and the arts, 8–24, 37
performativity, 88
and Badiou’s use of St Paul, 79–85
Perse, St.-Jean, 18, 21, 22
Anabasis, 22
‘perseverance in being’, 19
perseverance, ethical, 72
perseverance-of-self, 19
Peters, Michael, 6
Peterson, Thomas, 6, 8–24
philosophy, 1, 18, 100
and art, 10, 34, 35
and mathematics, 14–15
rejection of as first among equals, 14
relationship with poetry, 18–19
Pinar, William F., 4, 67, 68, 70, 74
Pistis, 78, 80
Platonism, 15
pluralism, 109
poetry, 6, 18
domestication of, 6
and mathematics, 14–15
Poggioli’s evaluation of modern, 21–2
relationship with philosophy, 18–19
teaching of, 18
truth-process and modern, 6, 17–23
Poggioli, Renato, 21–2
‘police order’, 36
political action, 6, 102, 105
political aesthetics, 36, 106–9
politics, 6, 49, 101, 110
politics of identity, 81–2, 88, 89
Pop Art, 37
portfolio expression, 73–5
post-evental subject-points, 38, 39, 40, 41
postmodernism, 14, 22
power, 99
separation from truth, 99, 100
pre-evental subject points, 38, 39, 41
Preston, D., 86
Prigogine, Ilya, 20
productive idiosyncrasy, notion of, 66
professional development, 62–75
aims of prescriptions for, 64
and Badiou, 70–2
and bureaucracy, 65
and deep democracy, 65
differentiated and disciplined approach to, 65–7, 75
forms of disciplinary artistry, 67–70
from montage method to portfolio expression, 73–4
holistic prescriptions, 64
overview of conception of, 63–5
and transformative curriculum leadership, (TCL), 68–70
types of opportunities for, 64
psychic investments, 56, 58, 59
psychoanalysis, 10, 48–9, 60
pure multiplicity, 26–7
purification of an event, 32, 35–6, 38
qua being, 26–7
race, 89
Rancière, Jacques, 5, 6, 35, 36–7, 40, 101, 105–6, 107–9, 110
The Ignorant Schoolmaster, 105
Readings, Bill, 9
Real
and Badiou, 28, 34, 37, 39
ethics of teaching and encounter with, 46–7, 56, 58, 59–60
Lacanian, 5, 26, 27, 29, 39, 40, 41, 45, 46
void of the, 28, 33, 34, 37
reason, 105–6
relativism, 3–4, 11
Romanticism, 10, 21, 22, 34

Said, Edward, 12–13
Saint Paul: The Foundation of Universalism (Badiou), 78, 79, 80, 90, 91, 94, 96
Santner, Eric, 85
Sartre, Jean-Paul, 51, 63
Schoenberg, 28
Schwab, Joseph, 67, 70, 73, 74
Schwarzenegger, Arnold, portrait of, 35
Index

115

sciences
ontological interdependency of arts and, 14–16
self-esteem, 55
self-examination, 68
self-interest, 13, 59
self-reflexivity, 5, 40–1
Seneca, 12
sensibility, 28, 32–3, 36, 37, 38, 40, 108
Serra, Santiago, 39
Serres, Michel, 20
set theory, 23, 27
Shaw, D.Z., 36, 37
simulacrum, 2, 13, 32, 49, 50, 51, 54
singularity
of the event, 34, 54, 83–4, 101
and poetry, 14, 18
truth as universal, 80–1, 82–3, 104
and work of art, 10
situation, definition 70
Skoghall Konsthal, 31, 32
sociology, 106
Socrates, 100
space, 94, 95
Spinoza, 19
standardized management paradigm, 63, 64, 65
Standish, P., 96
State Britain, 32
status quo, 47, 48
stochastics, 20
Strhan, Anna, 4, 78–97
structures-of-disciplines movement, 66
style, 28
sub-signs, 40
subject, 9, 22–3, 28, 29, 48
becoming, 2, 3, 6, 68, 82, 97
'Subject of Art, The', (essay), 26
subjectivity, 79, 83, 84, 85
subtraction
artistic event as form of, 27–8, 30–1, 38
Symbolism, 21

Taubman, Peter M., 5, 45–60
teaching, ethics of see ethics of teaching
terror, 49, 50, 54, 72
terrorism, 29, 43, 53
Theoretical Writings (Badiou), 15
Torres, Carlos, 89
training of educators, 63
transcendence, 29, 30
transformative curriculum leadership (TCL), 68-70
truth(s), 1–2, 23
and art, 8, 34–5, 37

conditions of, 8, 28, 49, 94
education as an education of, 78, 79, 91, 92–3
ethics of, 2, 8, 9, 71–2
of the event, 16, 46, 47–8, 49, 51, 56, 58, 57, 59, 60, 62, 82–3
piercing of hole in knowledge by, 8, 14, 18, 28, 37, 71, 78, 83, 84–5, 100, 101, 104
as product of an existential process, 62
separation from power, 99, 100
universal, 47, 99, 103, 104, 106
as universal singularity, 80–1, 82–3, 104
truth-claims, 99
truth-effect, 35
truth event, 3, 28, 51, 52, 100, 101
truth procedures, 16, 39, 79, 82, 83, 85, 94
truth-process, 2–3, 4, 6, 9, 71
definition of, 19
main dimensions of, 84
and modern poetry, 6, 17–23
twentieth century, 17–18, 104

Uhrmacher, P.B., 66
universal singularity, truth as, 80–1, 82–3, 104
universal truths, 47, 99, 103, 104, 106
universalism, 16, 17, 81, 82, 107
universities, 9
University discourse
and art, 34

van Manen, M., 66
van Rompaey, C., 39
victimism, 16–17
virtuality, 31
void, 39, 47–8, 57, 71, 84, 102–3
of the Real, 28, 33, 34, 37

Wallinger, Mark, 32, 33
Walzer, Michael
On Tolerance, 54
'war on terror', 51, 63
well-being
as key aim of education, 90
White, John, 90
Whitehead, A.N., 23
Wilden, Anthony, 11
Wittgenstein, L., 17
Wodiczko, Krzysztof, 39
Woodin, Tom, 86

Zhu Yu, 29
Žižek, Slavoj, 29, 39, 55, 59
Zupančič, Alenka, 59